



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Language and Literature 6 Advanced Studies

| | | | | | |
|-------------------|----------------|-----------------|---|----------------------------|----|
| Unit title | Position Paper | MYP year | 1 | Unit duration (hrs) | 30 |
|-------------------|----------------|-----------------|---|----------------------------|----|

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Reading Literary:

I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.6.1)

I can determine a theme or central idea of a text. (RL.6.2)

I can analyze how a particular story's plot unfolds in a series of episodes as well as how the character responds or changes as the plot moves toward a resolution. (RL.6.3)

I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.6.4)

I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.6.4)

I can compare and contrast the structure of multiple texts. (RL.6.5)

I can analyze how different structures impact the meaning and style of a text. (RL.6.5)

I can analyze and explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)

I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11)

Reading Informational:

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.6.1)

I can determine a theme or the central ideas of an informational text.

I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.6.2)

I can objectively summarize informational text. (RI.6.2)

I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.6.3)

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.6.4)

I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.6.4)

Writing:

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.3)

I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.6.4)

I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.6.4a)
 With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.6.5)
 I can conduct short research projects to answer a question (including a self-generated question). (W.6.7)
 I can use several sources in my research. (W.6.7)
 I can generate additional research questions for further exploration. (W.6.7)
 I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9)
 I can write stories, plays, and other works in response to what I have read in literature. (W.6.11b)

Speaking and Listening:

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.6.1)
 I can express my own ideas clearly during discussions. (SL.6.1)
 I can build on others' ideas during discussions. (SL.6.1)

Language:

I can use correct grammar and usage when writing or speaking. (L.6.1)
 I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)
 I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.6.4)
 I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)
 I can accurately use eighth-grade academic vocabulary to express my ideas. (L.6.6)
 I can use resources to build my vocabulary. (L.6.6)

William and Mary Language Art Goals:

Goal 1: To develop analytical and interpretive skills in literature and informational text. (RL1, RI1, RL2, RI2,RI3, RI3, RL5, RI5)
 Goal 2: To develop persuasive writing skills. (W1, W4, W5, W10)
 Goal 3: To develop linguistic competency. (RL4, RI4, L1, L2, L3, L4)
 Goal 4: To develop listening/oral communication skills. (SL1, SL4)
 Goal 5: To develop reasoning skills in the language arts. (RL6, RI6, RL7, RI7, RI8, W1, SL5, SL6)
 Goal 6: To understand the concept of change in the language arts. (RL3, RI3)

| Key concept | Related concept(s) | Global context |
|--|---|--|
| <p>Communication</p> <p>Students will explore the exchange or transfer of facts, ideas, and symbols to convey information or meaning as it relates to the global context through the lens of culture. Effective communication requires a common “language” which may be written, spoken, or non-verbal.</p> | <p>Intertextuality</p> <p>Students will explore the connections between one text and other texts, the ways in which texts are interrelated, and the meanings that arise out of their interrelationship</p> | <p>Globalization and Sustainability</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p> |

| | | |
|--|---|---|
| Statement of inquiry | | |
| Authors often communicate how one’s environment impacts humanity through a variety of audiences. | | |
| Inquiry questions | | |
| <p>Factual: What is a utopia/dystopia?</p> <p>Conceptual: How are societies created and maintained? How are we all connected to humanity? How do authors communicate their message and perspective through characters?</p> <p>Debatable: Do our physical and emotional environments impact our development as humans?</p> | | |
| MYP Objectives | Assessment Tasks | |
| <i>What specific MYP objectives will be addressed during this unit?</i> | <i>Relationship between summative assessment task(s) and statement of inquiry:</i> | <i>List of common formative and summative assessments.</i> |
| <p>MYP Criterion A: Analyzing 1. Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts. 2. Analyze the effects of the creator’s choices on an audience.</p> <p>MYP Criterion B: Analyzing 1. Students will use organizational structures that serve the context and intention.</p> | <p>After students have been exposed to the various Utopian/Dystopian societies through the core text and literature circle texts, they will explore key elements of specific characters and formulate a position based on the events in the text. For the performance task, students will apply what they have learned about globalization and sustainability of the Utopian/Dystopian societies and develop a multimedia project as a culminating assessment of understanding.</p> | <p>Formative Assessment(s): Formative Selected Response: Comprehension check (RL1, RL2, RL3, RL4)</p> <p>Summative Assessment(s): Position Paper: Who is the Legend? Is it June or Day? Choose one and use key ideas and evidence to support your position. (W1, RL1, and RL3)</p> <p><u>MYP Criteria:</u> A- Analyzing</p> |

2. Students will organize opinions and ideas in a coherent and logical manner.
 3. Use referencing and formatting tools to create a presentation style suitable to the context and intention

MYP Criterion C: Producing Text

1. Students will produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
3. Select relevant details and examples to develop ideas.

MYP Criterion D: Using Language

1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression.
3. Students will use correct grammar, syntax, and punctuation.

B: Organizing
 D: Using Language

Cumulative Assessment:

End of Book Summative Assessment (RL1, RL2, RL3, RL4)

Project - Choice Board:

Option 1 - Create a Netflix series overview. Overview of the series, outline episodes with titles, determine the rating, create a gif for the trailer, additional details regarding the series.

Option 2 - Create a character website/blog. Write from the perspective of the selected character. Include imagery representative of how they are characterized. Consider who would follow/subscribe to the website/blog. Create multiple entries.

Option 3 - Create your own Utopia/Dystopia
 Final drafts should include the following: Name of your society, Declaration of Independence – Write a brief statement describing the reason why you formed your society, Motto and Seal, Utopian Animal or Mascot, List of Rules, Governing Body, Holidays and Celebrations, Advertisement – This ad should be complete with pictures that are representative of life in your society

MYP Criteria:

A- Analyzing
 B: Organizing
 D: Using Language

Approaches to learning (ATL)

Reflection:

Self-Assessment of Learning

Communication:

Read closely, critically to make inferences and draw conclusions.

Write for different purposes
Engage in collaborative conversations

Learning Experiences

Add additional rows as needed.

| Objective or Content | Learning Experiences | Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB. |
|---------------------------------------|---|--|
| CLE 1: William and Mary Models | <ul style="list-style-type: none">● Literature Web Model● Vocabulary Web Model● Taba Model of Concept Development - Change Model● The Reasoning Model● The Writing Process Model <p>Teacher's may choose any text aligned with the global context to model and introduce the 5 teaching models. Students will be able to complete and apply the 5 models to future texts.</p> | Prefill certain elements of the model Model the completion of the webs and release students with a cold text |
| CLE 2: Poetry Analysis | Introduce and analyze poetry "The Rose That Grew From Concrete"- connect to Day in <i>Legend</i> "The Quiet World" - dystopian poem/ possibly use only the first stanza? "Do Not Go Gentle Into That Good Night" - connect with June and Day in <i>Legend</i> Connect ALL the texts: <ol style="list-style-type: none">1. What is common to all texts?2. In what way are the poems different?3. How do these poems connect to <i>Legend</i>? | Provide students with text annotations to assist with analysis of the poems. Mini lesson or small groups on poetic elements. |

| | | |
|---|--|---|
| CLE 3: Literature Circles | Literary Analysis of <i>The Giver</i> and <i>Rule of One</i> - Students will analyze and interpret the novels using the literature webs. Students will review the concept of change and the related generalizations, discuss the novel's character, complete a literature web, and discuss questions about the novel. Compare the student's small group novel and <i>Legend</i> through the concept of change. | Literature Roles Sentence/Question Stems |
| Content Resources | | |
| <p>Anchor Text:</p> <ol style="list-style-type: none"> 1. <i>Legend</i> (710L) <p>Small Group:</p> <ol style="list-style-type: none"> 2. <i>The Giver</i> (760L) 3. <i>The Rule of One</i> (870L) <p>Supplementary Texts:</p> <ol style="list-style-type: none"> 4. "The Rose That Grew From Concrete" 5. "The Quiet World" 6. "Do Not Go Gentle Into That Good Night" 7. "Stranger Than Fiction: Dystopian Societies Are Closer Than You Think" - Newsela Text Set on Dystopian Literature | | |

Curriculum Unit Approval Statement

Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

| | | |
|---|--|--|
| <p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p> | <p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p> | <p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p> |
|---|--|--|

Common Formative and Summative Assessments

| | | |
|--|--|--|
| <p>Assessment Title</p> | <p>Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components 3. Aligned to learning experiences <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p> | <p>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p> |
| <p>Formative Assessment(s)</p> | <p>N/A</p> | <p>N/A</p> |
| <p>Summative(s) Assessment</p> | <p>N/A</p> | <p>N/A</p> |
| <p>Plan to address issues or concerns noted:</p> | <p>N/A</p> | |

Learning Experiences

Add additional rows below as needed.

| Learning Experience Title | Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u> 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. | Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video). | Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. |
|---------------------------------------|--|--|--|
| CLE 1: William and Mary Models | N/A | N/A | N/A |
| CLE 2: Poetry Analysis | N/A | N/A | N/A |
| CLE 3: Literature Circles | N/A | <u><i>The Giver</i></u> by Lois Lowry <ul style="list-style-type: none"> ● Common Sense Media Review ● Violence <ul style="list-style-type: none"> ○ From Common Sense Media: Jonas is horrified when he learns that unwanted members of their society are executed. He also receives memories of war, and feels the pain and thirst of a wounded soldier. Jonas falls from a bicycle and cuts his leg. ○ “Jonas is horrified when he learns that unwanted members of their society are executed. He also receives memories of war, and feels | N/A |

| | | | |
|---|-----|--|--|
| | | <p>the pain and thirst of a wounded soldier. Jonas falls from a bicycle and cuts his leg.” (p 153)</p> <ul style="list-style-type: none"> ○ “If it failed, he would very likely be killed.” (p 155) ● Sex <ul style="list-style-type: none"> ○ “I wanted her to take off her clothes...I wanted to bathe her.”(p 36) ● Drugs <ul style="list-style-type: none"> ○ “You’re ready for the pills...That’s the treatment for Stirrings.” (p 38) | |
| Plan to address issues or concerns noted: | N/A | | |